



# House of Representatives

## File No. 647

General Assembly

February Session, 2014

**(Reprint of File No. 403)**

Substitute House Bill No. 5355  
As Amended by House Amendment  
Schedule "A"

Approved by the Legislative Commissioner  
April 21, 2014

### **AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS.**

Be it enacted by the Senate and House of Representatives in General  
Assembly convened:

- 1 Section 1. (NEW) (*Effective July 1, 2014*) Any local or regional board
- 2 of education that assigns a school resource officer to any school under
- 3 the jurisdiction of such board shall enter into a memorandum of
- 4 understanding with a law enforcement agency regarding the role and
- 5 responsibility of such school resource officer. Such memorandum of
- 6 understanding shall include provisions addressing daily interactions
- 7 between students and school personnel with school resource officers
- 8 and may include a graduated response model for student discipline.
- 9 For purposes of this section, "school resource officer" means any sworn
- 10 police officer of a local law enforcement agency or a sworn officer of
- 11 the Division of State Police within the Department of Emergency
- 12 Services and Public Protection who has been assigned to any school
- 13 pursuant to an agreement between the local or regional board of
- 14 education and the chief of police of a local law enforcement agency or
- 15 the commanding officer of the Division of State Police.

16       Sec. 2. (NEW) (*Effective July 1, 2014*) The Department of Education  
17 shall disaggregate measures of school-based arrests by school, race,  
18 ethnicity, gender, age, students with disabilities and type of offense for  
19 which the school-based arrests were made. The department shall use  
20 the school-based arrest data that has been submitted as part of the  
21 strategic school profile report, pursuant to section 10-220 of the general  
22 statutes, as amended by this act. For purposes of this section, "school-  
23 based arrest" means an arrest of a student, who is enrolled in a school  
24 under the jurisdiction of the local or regional board of education, on  
25 any school property under the jurisdiction of such board of education  
26 during the school day, or an arrest of such student at a school-  
27 sponsored activity conducted on or off school property. For purposes  
28 of this section, measures of school-based arrests shall include the  
29 number of arrests made annually at each school within the school  
30 district.

31       Sec. 3. Subsection (c) of section 10-220 of the general statutes is  
32 repealed and the following is substituted in lieu thereof (*Effective July*  
33 *1, 2014*):

34       (c) Annually, each local and regional board of education shall  
35 submit to the Commissioner of Education a strategic school profile  
36 report for each school under its jurisdiction and for the school district  
37 as a whole. The superintendent of each local and regional school  
38 district shall present the profile report at the next regularly scheduled  
39 public meeting of the board of education after each November first.  
40 The profile report shall provide information on measures of (1) student  
41 needs, (2) school resources, including technological resources and  
42 utilization of such resources and infrastructure, (3) student and school  
43 performance, including truancy, in-school suspensions, out-of-school  
44 suspensions and expulsions, (4) the number of students enrolled in an  
45 adult high school credit diploma program, pursuant to section 10-69,  
46 operated by a local or regional board of education or a regional  
47 educational service center, (5) equitable allocation of resources among  
48 its schools, (6) reduction of racial, ethnic and economic isolation, [and]  
49 (7) special education, and (8) school-based arrests, as defined in section

50 2 of this act. For purposes of this subsection, measures of special  
51 education include (A) special education identification rates by  
52 disability, (B) rates at which special education students are exempted  
53 from mastery testing pursuant to section 10-14q, (C) expenditures for  
54 special education, including such expenditures as a percentage of total  
55 expenditures, (D) achievement data for special education students, (E)  
56 rates at which students identified as requiring special education are no  
57 longer identified as requiring special education, (F) the availability of  
58 supplemental educational services for students lacking basic  
59 educational skills, (G) the amount of special education student  
60 instructional time with nondisabled peers, (H) the number of students  
61 placed out-of-district, and (I) the actions taken by the school district to  
62 improve special education programs, as indicated by analyses of the  
63 local data provided in subparagraphs (A) to (H), inclusive, of this  
64 subdivision. The superintendent shall include in the narrative portion  
65 of the report information about parental involvement and if the district  
66 has taken measures to improve parental involvement, including, but  
67 not limited to, employment of methods to engage parents in the  
68 planning and improvement of school programs and methods to  
69 increase support to parents working at home with their children on  
70 learning activities. For purposes of this subsection, measures of  
71 truancy include the type of data that is required to be collected by the  
72 Department of Education regarding attendance and unexcused  
73 absences in order for the department to comply with federal reporting  
74 requirements and the actions taken by the local or regional board of  
75 education to reduce truancy in the school district. Such truancy data  
76 shall be considered a public record for purposes of chapter 14.

77 Sec. 4. Subsection (c) of section 10-10a of the general statutes is  
78 repealed and the following is substituted in lieu thereof (*Effective July*  
79 *1, 2014*):

80 (c) On or before July 1, 2013, the department shall expand the state-  
81 wide public school information system as follows:

82 (1) Track and report data relating to student, teacher and school and

83 district performance growth and make such information available to  
84 local and regional boards of education for use in evaluating  
85 educational performance and growth of teachers and students enrolled  
86 in public schools in the state. Such information shall be collected or  
87 calculated based on information received from local and regional  
88 boards of education and other relevant sources. Such information shall  
89 include, but not be limited to:

90 (A) In addition to performance on state-wide mastery examinations  
91 pursuant to subsection (b) of this section, data relating to students shall  
92 include, but not be limited to, (i) the primary language spoken at the  
93 home of a student, (ii) student transcripts, (iii) student attendance and  
94 student mobility, and (iv) reliable, valid assessments of a student's  
95 readiness to enter public school at the kindergarten level;

96 (B) Data relating to teachers shall include, but not be limited to, (i)  
97 teacher credentials, such as master's degrees, teacher preparation  
98 programs completed and certification levels and endorsement areas,  
99 (ii) teacher assessments, such as whether a teacher is deemed highly  
100 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or  
101 deemed to meet such other designations as may be established by  
102 federal law or regulations for the purposes of tracking the equitable  
103 distribution of instructional staff, (iii) the presence of substitute  
104 teachers in a teacher's classroom, (iv) class size, (v) numbers relating to  
105 absenteeism in a teacher's classroom, and (vi) the presence of a  
106 teacher's aide. The department shall assign a unique teacher identifier  
107 to each teacher prior to collecting such data in the public school  
108 information system;

109 (C) Data relating to schools and districts shall include, but not be  
110 limited to, (i) school population, (ii) annual student graduation rates,  
111 (iii) annual teacher retention rates, (iv) school disciplinary records,  
112 such as data relating to suspensions, expulsions and other disciplinary  
113 actions, (v) the percentage of students whose primary language is not  
114 English, (vi) the number of and professional credentials of support  
115 personnel, [and] (vii) information relating to instructional technology,

116 such as access to computers, and (viii) disaggregated measures of  
117 school-based arrests, pursuant to section 2 of this act.

118 (2) Collect data relating to student enrollment in and graduation  
119 from institutions of higher education for any student who had been  
120 assigned a unique student identifier pursuant to subsection (b) of this  
121 section, provided such data is available.

122 (3) Develop means for access to and data sharing with the data  
123 systems of public institutions of higher education in the state.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2014</i>	New section
Sec. 2	<i>July 1, 2014</i>	New section
Sec. 3	<i>July 1, 2014</i>	10-220(c)
Sec. 4	<i>July 1, 2014</i>	10-10a(c)

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:*** None

***Explanation***

The bill makes changes that are procedural in nature and that conforms current practice to statute, none of which result in a fiscal impact.

House "A" made clarifying changes and does not result in a fiscal impact.

***The Out Years***

***State Impact:*** None

***Municipal Impact:*** None

**OLR Bill Analysis****sHB 5355 (as amended by House "A")\******AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS.*****SUMMARY:**

This bill requires a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and can include a graduated response model for student discipline (see BACKGROUND).

By law, each local and regional school board must submit to the education commissioner an annual strategic school profile (SSP) with certain required data (e.g., student performance) for each of its schools and the district as a whole. The bill requires the data to also include measures of (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests.

The bill requires the State Department of Education to (1) disaggregate school-based arrest information by school, race, ethnicity, gender, age, disability status, and offense type and (2) make it available through the public school information system. This system is a student-tracking database that protects individual confidentiality, yet makes aggregated information available for limited purposes.

\*House Amendment "A" strikes a provision of the bill that authorized school boards to take an action already mandated by the bill.

EFFECTIVE DATE: July 1, 2014

## **SCHOOL-BASED ARRESTS**

### ***Definition***

The bill defines a “school-based arrest” as an arrest, on school property during the school day or at a school-sponsored activity on or off school property, of a student enrolled in a school under the jurisdiction of a local or regional board of education responsible for submitting the SSP. It defines measures of school-based arrests as the number of arrests made that year at each school in the district.

## **BACKGROUND**

### ***Graduated Response Model***

The Juvenile Justice Advisory Committee, which advises the governor and the Office of Policy and Management on juvenile justice and delinquency prevention, developed a model MOU for use between districts and police departments. The graduated response model in its MOU contains guidelines on classroom intervention; school administrative intervention, assessment, and service provision; and law enforcement intervention.

### ***Related Bill***

sSB 54, favorably reported by the Judiciary Committee, contains the same provisions.

## **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 30 Nay 3 (03/19/2014)